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the historian of the war must attempt a solution of these problems, even if the results of his efforts be but meager.

“War is policy carried on by other means,” said Clausewitz. This policy of the United States and its grapples with the policy of the other nations, whether during the war or at the peace conference, finds little reflection in Professor McMaster’s pages. We read again the words of Wilson, but we fail to learn how Wilson strove to square those words with the facts of this wicked world; how far he succeeded, where he failed. And yet the definitive history of the United States in the world war must answer these questions, if it is really to enlighten us as to our share in the struggle.

One of the toughest problems in policy which we encountered in 1918 and 1919 was our relations with Russia. And yet the author dismisses it in half a dozen paragraphs, which, by their condensation, are somewhat misleading. Our whole position toward the near east during the war needs more space than is given to it.

One might proceed on this line of criticism through the chapters on the peace conference down to a clear explanation of why Lodge and Johnson spoke and voted as they did. No one would deny that Professor McMaster’s volume has sound merit. It is a good handbook of the known facts regarding our participation in the war. A history of the United States in the war it is not, for it gives us merely the surface eddies and leaves unsounded many of the deeper currents which give direction to the stream.

MASON W. TYLER

The American engineers in France. By William Barclay Parsons, late colonel Eleventh U. S. engineers. (New York: D. Appleton and company, 1920. 429 p. \$4.00 net)

The preface of Colonel Parsons’ book limits its field to the nine regiments of engineers numbered eleventh to nineteenth which were raised at the outbreak of our war with Germany, and which were assigned especial tasks of construction, railroad operation, et cetera, behind the lines in France. Their story is told in twenty-seven chapters, the last of which is a compilation of statistics regarding their activities. The civilian will probably have most interest in a series of chapters dealing with the organization of lines of communication and the establishment of supply depots in France, although the fact that in these chapters Colonel Parsons ignores altogether the use of English ports will make his narrative somewhat misleading. The lay reader will probably be a little disappointed at the lack of thrills in the account of the doings of the American engineers in the “rot” at Cambrai. A good part of Colonel Parsons’ experience seems to have been with the British, and British

usages are emphasized. One is inclined to question whether the inter-allied system of map-reading and point-designation was used quite so generally throughout the American forces as he implies. His chapters on the various activities of the engineers in forestry service and water supply, chemical warfare, camouflage, map supply, artillery ranging, light railway roads, building trenches, and trench warfare afford an introduction to the various activities indicated. Some of them, such as those on map services and water supply, praise the later achievements of the engineers in these lines and totally ignore the partial breakdown of the map service and the total lack of any system of water supply throughout the Marne offensive. The chapter on trenches and trench warfare, written in the general style of popular military manuals of 1917, deals in great detail with the various units of trench systems and ignores altogether the essential principles of defense which control such a system. Certainly after July of 1918, the American army in active sectors did not face the enemy in such trench systems as those described (page 318). One feels that the laudation of British and French fighting units at the implied expense of the Americans was not quite necessary.

THEODORE C. PEASE

The history of educational legislation in Ohio from 1803 to 1850. By Edward Alanson Miller, Ph.D. (Chicago: University of Chicago, 1920. 248 p. \$2.00)

One of the most interesting facts connected with the history of the early west is the cession of land by the national government for purposes of education. From the very beginning of the history of the Northwest territory, section 16 was set aside for schools. Curiosity is naturally aroused by this fact. What became of these lands? How did the state make use of its rich heritage? Mr. Miller has answered these questions very well in this detailed study of educational legislation in Ohio previous to 1850. It is an interesting story and a significant commentary on the administration of the early school lands when the state auditor, as early as 1840, could report that the relatively small school fund then annually at the disposal of the state had been accumulated at the sacrifice of lands "which, if they had been judiciously held, would have now given us at least ten times that amount and constituted a revenue sufficient to educate every child in the state" (page 74). Yet, as Mr. Miller points out, this condition was due not to corruption on the part of officials but rather to a lack of appreciation of the real value of the lands, the difficulty of leasing or selling them to advantage, and the want of a proper administrative system.

Mr. Miller traces the origin of the school system of Ohio to New England influence; hence the district system, which soon called for reforms